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Bridgewater State Normal School

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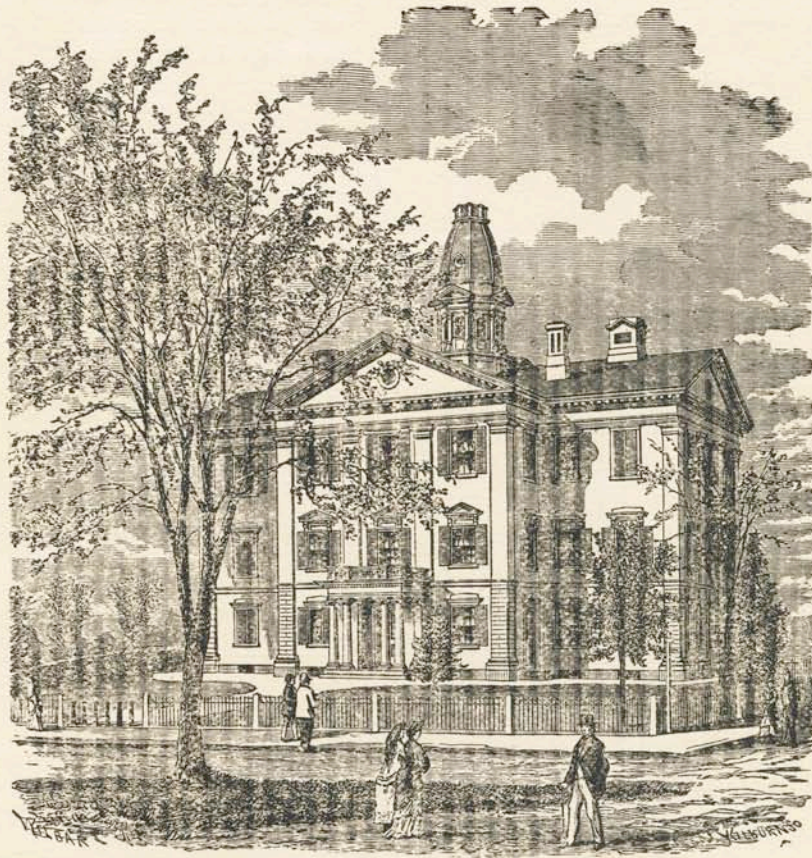
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J. H. Lewis

MAY.

NORMAL



OFFERING.

1889.

*Normal Offering
1889
May*

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Normal Offering.

Vol. V.

State Normal School, Bridgewater, Mass., May, 1889.

No. 4.

SONG OF THE CLOUDS.

Eternal clouds!
Rise we to mortal view,
Embodied in bright shapes of dewy sheen,
Leaving the depths serene
Where our loud-sounding Father Ocean dwells,
For the wood-crowned summits of the hills:
Thence shall our glance command
The beetling crags which sentinel the land,
The teeming earth,
The crops we bring to birth:
Thence shall we hear
The music of the ever-flowing streams,
The low, deep thunders of the booming sea.
Lo, the bright Eye of Day unwearied beams!
Shedding our veil of storms
From our immortal forms,
We scan with keen eyed gaze this nether sphere.
From the Greek.

A RESERVATION SCHOOL.

WALTER BATTICE, SAC AND FOX TRIBE, I. T.

THE writer asks himself, What can I write of interest that will at least tend to draw some of our educated people into sympathy with Indian education.

Thinking that some of the many readers of the paper I have been requested to write for, are unacquainted with Indian education, the difficulties to be met by both teacher and pupils, I am induced to call your attention to an Indian school.

Picture within your mind if possible, a small boarding school remote from any influence of Christian teaching, of society, of railroad advantages, or of anything which should tend to lead the "child of nature" out of the conditions of his birth into an insight of true civilized domestic life. From the day of the child's birth he is encompassed by a degrading atmosphere of superstition and vice, out of this he must be taken. Compare him, so unlike his pale-faced brethren who have always been constantly in contact with civilized modes of life, of action, of thought, of speech, in fact surrounded by a thousand benefi-

cient influences which never operate upon the child in consideration. That this of course necessitates many difficulties the reader will see. He will also see the disadvantages under which the child labors and how much work must be done upon him before he is made an equal to his white brother.

Just think for a moment what must be taught to an Indian child, (all that which naturally comes to a white child by inheritance because of the environment, without the instructors aid) and this implies much patient love for humanity as God's created.

If you were appointed as a teacher at the reservation school I have in mind your first duty would be to get the pupils which are to fill your school, because there are no compulsory school laws, consequently it depends upon your skilfulness and personal influence whether or not you have a good attendance, for at this point failure is generally at hand unless your aim is high. Before, however, attempting to catch the little Indians you are obliged to call a "grand council" at which school attendance will be debated and herein always appears a singularity, those who have children of school age are busily engaged in other pursuits of pleasure and happiness, and those, of course, who have not children of school age will necessarily say without any effort on their part, "Oh yes by all means the school must be filled and *we* will send our children." Great is the encouragement on your part, and now meditating over your plans in delightful anticipation, you suddenly find that your duty does not end here.

Your next duty will be, after the grand council to go to various villages for the purpose of gathering the promised pupils. This is done in wagons and the distance between the villages being in some cases several miles, it is better to take luncheon with you unless you give preference to Indian cooking, which I assure you is not always as good as many of my readers are used to. Perhaps you have just happened along when they are

indulging in one of their dog-feasts, and in which dog-soup is served. Then you are going to an Indian village accompanied by an Indian interpreter, and as you are approaching the village you hear various sounds, drums and war-whoops, fear arises, for you have probably heard and read of their warlike actions and customs. You are sure your fate is nigh its destination, finally you are near enough to see their hideously painted faces and adornments in which no one sees beauty except the Indians. Your time has come to see these warlike people, you want to go back but there is no way except to press onward, which is very trying to those who have gained their knowledge of the Indians in the wrong manner. Once conquering an experience of this kind any fear of the red man is over. The thought will naturally come to you "Is there any hope in such specimens of humanity."

Yes! readers, only *give them a chance* and stand them on their feet *while young* and I assure you they will make good and helpful citizens of *one* country.

In this village you will behold many bright faced youths. Just before your appearance they were busily engaged in a merry time, but are now gazing with fear and wonder on the new comer. *Why?* Because they have been told and in many cases observed for themselves how dishonest and cruel the white man is to the red race. But can you picture to yourself the possible future of these little ones, as you see the environments and the chances of their becoming as degraded as their parents, let them go without any attempt on your part to rescue them? God forbid! but at this point many have failed, it *is* hard and it takes too much time!

After having driven your horses and hitched to a rude fence which surrounds the village, you will proceed into one of the lodges wherein you will meet the mother of one of these girls and one of these boys. The little girl grinning and yet fearing, comes up to her mother to hear her supposed fate, while the young boy comes up with an air of indifference. But when the time comes, (after you have held a long council with the mother and have at last persuaded her to let them go to school) you find them very reluctant to give up the home of God's divine nature, to enter into the

home of man's artificial works. The very nature of the two children is to decline the invitation which you have so cordially given.

The parents of these children are aware that the salvation of their down-trodden race is in the education of their young, and have reluctantly given consent to deliver them into the hands of those whom they fear as an enemy.

The two are now in school dressed in white man's dress, the young brave has now short hair, though he had a hard fight trying to save his long flowing locks. It is said that when an Indian has his hair cut, that it is good evidence of civilizing him. The young girl and boy are very lonely in their new home and it is useless for the teacher to attempt to please them; the only way is to let the Indians who attended school before them take them in hand, *you* may try days and not teach the child a thing. As time goes on these two little ones are more accustomed to the ways of civilized life and before they are aware they are speaking the English language.

Though the children will understand you very well, if one of them should get angry at you the best thing is to let them alone awhile because if you tell them to do a thing they will often stand and say "I don't understand," but in most cases they will remain silent. You cannot punish them because next you would find them going home. It is an absolute fact as the children learn more English the more troublesome they are.

The parents of the children are constantly coming around the school and asking to take their children home two or three nights. This is a great hindrance, because they lose more in one night at home, than you can teach them in school in a fortnight, they come back again all Indian and no English.

I should like to say more especially at this time when white settlers are coming into our country, that this increases the danger of a teacher's work and he must necessarily be more earnest in his attempt.

I will not fill up any more of your time, but in conclusion let me say that the Indians have indeed begun to change with the changing times, and are commencing to appreciate the fact that they must be civilized, and as the Indians express

it "must learn the white man's ways." Then dear readers I am sure, looking at them from this point you will agree with me that there is hope for the *red race*. I beg for your help and sympathy, especially that of *teachers* who control the first and most lasting impressions of the young of our country.

Bridgewater, May, 1889.

PRACTICAL LABORATORY FITTING.

FRANK W. KENDALL.

Editor Normal Offering:

There is quite a difference in the method of fitting up a city High School laboratory as contrasted with that of a country High School.

In the former there is something more than "good will" and a bare room to start with. I found a nice square room about 30 x 30 ft., in the basement, for the chemical laboratory, well finished and lighted, with water, steam, and gas for conveniences.

There was bench room for nine pupils to work, built up to the side of the room, with one sink for them all.

The physical laboratory was well fitted with cases, gas, and water. The apparatus was nearly all for lecture work, but of a very nice grade. *It all works.*

My work was to make the laboratories fitted for fifty pupils to do individual experimental work in each subject. One will find quite a task in making the list of supplies and apparatus.

My first work in the chemical laboratory was to extend the bench around three sides of the room, and on the fourth to put up shelves to cover the whole side. One half of the shelves is for the chemical supplies, and the other for glassware and occasional reagents for analytical work.

The shelf which came about 30 in. from the floor was made 18 in. wide to serve as a table, and those were 10 in. wide for large bottles and boxes, while those above were 6 in. wide for the ordinary sizes of bottles.

Underneath the 18 in. shelf there are boxes 10 x 12 x 15 in., with sliding covers for miscellaneous supplies, so that the shelves may look uniform. Each box has its label. I use a blue pencil to mark the labels, for 15 years' testing shows

it to hold color better than ink. The benches are provided with drawers 5 x 24 x 30 in. divided into four compartments, and below each drawer is a closet with a shelf.

There was need of more bench-room, so a table was made 1½ x 72 x 72 in. top standing 36 in. high. A shelf is underneath top 18 in. from the floor. The gas for this table is supplied by an eight burner chandelier which drops within two feet of the middle of the top. The connections with the burners are made by rubber tubing. Boxes 10 x 15 x 18 in. with hinged covers and two compartments, take the place of the drawers, and the shelf serves in lieu of closets. This table accommodates eight pupils.

The fume closet was made on the bench next to the boiler chimney by putting a pot into the side of the chimney, and making a shed roofed box over it, with a sliding front hung by weights. The draught is sufficient to take one's hat up the chimney.

I think I hear you ask "Where are your sinks and faucets?" Do you remember your grandmother's old yellow nappy, in which she used to bake that Indian pudding? That is one of our sinks. Then too, the old small eared, wide throated, flat bottomed, yellow milk pitcher, with the blue and white bands around the bulge. It now serves as the water supply for that sink, and these are the models for thirty others. I expect that this is a retrograde movement of the "New Education." This fits us up with the aid of the ordinary simple apparatus of the laboratory, as tumblers, saucers, bottles, etc.

I find that anything really needed here in apparatus or fixtures is readily obtained, for the committee work on the practical basis.

CURRENT ARTICLES ON EDUCATION.

A Way to Teach English Spelling. The Ethics of Art. Signs of Impending Revolution. What is a Great Poet? *April Forum*. The People in Government. Why our Science Students go to Germany. *April Atlantic*. Public Schools and Religion. *Andover Review*. Can we Think without Words, M. Müller. *Nineteenth Century*. The Derivative Origin of the Human Mind. The Chemical Elements. *Popular Science Monthly*.

The Normal Offering.

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Manager.

The OFFERING is strictly a school paper, and all members of the school
are requested to contribute.

Ex-members and graduates of the school are requested to keep us in-
formed of their whereabouts, and of any other items of interest.

Articles for publication should be sent in before the 5th of the month.

Address communications to "THE NORMAL OFFERING," Normal Hall,
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The Editors reserve the privilege of rejecting any articles which are not
deemed satisfactory.

HENRY T. PRATT, Printer, Bridgewater, Mass.

VALEDICTORIANS. Sumner William Hines,
Middleboro', Mass. Julia Ann Williams, Quincy,
Mass.

NOT infrequently we hear students of this, as
well as other schools, regret that so much
time has to be spent in the elementary part of
science work. That almost half the time must be
used in teaching the names and habits of plants
and animals, the simplest facts of mineralogy,
chemistry, astronomy and physics, seems quite in-
credible to one who has not tried to teach these
subjects. The teacher, however, finds that he
must not only dwell upon these first principles,
but in many cases must teach the very habit of
observation.

The ambitious student may, indeed, feel that he
has to go away hungry, having been permitted to
only look upon the banquet for which he prepared
himself, but such a result cannot be avoided while
a narrow view of primary and grammar school
work exists.

We believe that the time when reading and
writing shall be taught in these schools not as an
end, but a necessary means to the end, when min-

erals, plants and animals shall be used, not inci-
dentally to promote interest in a language lesson,
but as real objects of study, is not far distant.
Already there is a favorable movement in the new
Seaside and Wayside Nature Readers by Julia
McNair Wright, which are filled with interesting
pictures and stories of familiar plants and animals
instead of the usual facts about John's kite and
Jane's dolls.

We appeal especially to the teachers going out
from this school to consider how much of a man's
enjoyment of his education depends upon the ap-
preciation he has of nature, and primarily upon
the way he has been taught to use his eyes and
ears.

M. F. B.

JUNE. The JUNE OFFERING will consist of
twelve pages, and will contain a photo-en-
graving of the proposed new building for the B.
S. N. S., with a concise description of the class-
rooms, laboratories, school hall, gymnasium, etc.
The engraving which we give this month presents
an excellent view of the main building as it ap-
peared when the enlargement was completed in
1871 and will form an interesting object of com-
parison with the sketch of the proposed new
building. The JUNE OFFERING will also contain
"Prognostications" of interest to all members of
the graduating class and their friends; an article
on "Normal Methods in the Harvard Law
School," by Milton B. Warner, Harvard Univer-
sity; "School Registers," an article of great prac-
tical value to teachers, by a well-known Superin-
tendent of Schools; "Florida as it Is" by an
ex-Normal, and many other features of interest.
As the edition is limited, non-subscribers, and
subscribers wishing more than one copy can be
sure of obtaining them, only by sending in their
names *immediately* to the Editor or to the Business
Manager.

THE members of the school are entering with
zest upon outdoor games and recreations.
Over a dozen tennis courts have been laid out and
two base ball nines have been formed. Botany
and Geology have their enthusiastic devotees, and
all this without any reduction in the quality or
amount of purely mental work. "A sound mind
in a sound body" is a Normal motto.

WE have received the prospectus for the Twelfth Annual Session of the Martha's Vineyard Summer Institute. A. C. Boyden, A. M., is Instructor in Natural Science in the School of Methods. The growing reputation of this Institute for solid and thorough work, should insure a large attendance from the ranks of progressive teachers. Circulars may be obtained from Wm. A. Mowry, 50 Bromfield St., Boston.

THE following additions have been made to the Library, Appleton's *Cyclopedia of American Biography*, 6 vols. *Narrative and Critical History of America*, Vol. 7. *Farrow's Military Encyclopedia*, 3 vols. *Index to Public Statutes, 1882-7*. *Twenty-four Maps of U. S. Survey of the State of Massachusetts*.

WANTED. We will pay ten cents per copy for the NORMAL OFFERING for May 1887 and Jan. 1889, if sent to the Editor immediately.

VALUABLE REFERENCE BOOKS FOR A TEACHER'S LIBRARY.

The following works should be read in connection with the study of French and German.

CLASSIC FRENCH WRITERS.

Molière, Comedies. Corneille, Dramas. Racine, Dramas. LaFontaine, Fables. J. J. Rousseau, Emile. M. Guizot, History of civilization in Europe. M. Victor Hugo, Novels. G. Sand, Romans. Montaigne, Essays. Pascal, Le Sublime. Bossuet, Oraison de la duchess d'Orléans.

CLASSIC GERMAN WRITERS.

Klopstock, Messiah. Goethe, Poems, Dramas, Prose Works. Schiller, Poems, Dramas, Prose Works. Lessing, Minna von Barnhelm, Laocoon, Nathan the Wise. Wieland, Oberon. Humbolt, Cosmos. *Koerner, Leyer and Schwert, (Sword Song). †Arndt, The German Fatherland. Johann Ludwig Uhland, Poems. Hauff, Novels. Auerbach, Novels.

*Karl Theodor Koerner, (1761-1813) a patriot of the War of Liberation. Leyer and Schwert was composed at the age of twenty-two, only an hour before he fell on the field of battle.

†Ernst Moritz Arndt, (1769-1860) the most popular of German patriotic lyrists. It has been said that his *What is the German's Fatherland?* did more to unify Germany than the statecraft of Bismark or the sword of Von Moltke.

DEPARTMENTS.

MISS M. B. KING, EDITOR.

NORMAL METHODS IN ATLANTA UNIVERSITY

EDGAR H. WEBSTER '81, now teaching in Atlanta University, has written an interesting letter in which he tells of the introduction of the experimental method in the study of Chemistry at the University. The work in Physics and Chemistry had been largely experimental, but the experimentation devolved upon the teacher. Early in February through the efforts of Mr. Webster, a laboratory was fitted up, at slight expense, and individual experimental work after the Normal method was begun. Already its good effects have been seen in the increased power of the student, to work, observe, and infer accurately. Mr. Webster writes, "The lecture method, and the text book method are giving away to laboratory study in whole or in part. The student of science experiments, observes, reasons; the real teacher is nature, and the professional teacher gets out of the way as much as possible, in order that he may not interfere with the educational process. He is director, counsellor, assistant, only. * * * Laboratory teaching has begun then, in the University. Elementary in its scope, it is destined to grow. The young people of our school are as active and wide awake as those of other localities, and are demanding the best methods and the best teaching. * * * As the country schools are sending us scholars better fitted for the work than formerly, so the demands upon us are increasing, and what does for one year does not do for the next. This elementary chemistry must get down lower in our schools, so that advanced courses may take its place in the college. The subject of Physics must become likewise a matter of individual work, and one of the problems of the teacher of science for the new year is: to make the college course in advanced Physics partake of this method." Let us hope that the good seed thus planted in one of the most progressive of Southern states will grow and flourish, and that Normal methods, permeating the educational institutions of the South, will lift them to the plane of the best of those in the Northern states.

Delinquent subscribers are requested to settle immediately.

B. N. A. CONVENTION.

THE Bridgewater Normal Association held its thirty-sixth convention, in Boston, at the Brunswick, May 11. After the customary social hour, dinner was served, followed by speeches from the Alumni and invited guests.

President A. C. Boyden, in his address of welcome, mentioned as causes of congratulation, the approaching Semi-Centennial Anniversary of the school, its steady growth through the fifty years, the hope of a new school building, and the recovery of our Principal from his late illness. He then introduced the Principal, Mr. A. G. Boyden, who in responding spoke of earnestness as the marked characteristic of Bridgewater and her graduates, from Mr. Tillinghast to the present day, "The work of this world is done by extraordinary people, extraordinary not in ability, but in earnest devotion to work."

Principal Boyden was followed by Hon. Horace E. Scudder, Chairman of the Board of Visitors, who expressed friendly regard for Bridgewater, and a just appreciation of her needs. Secretary Dickinson then spoke of the former condition of education in Massachusetts, and the marked improvement in that direction, due in no small degree, to the work of her Normal Schools.

Mr. N. T. Allen, of West Newton, referred to the recent discussion of corporal punishment, and in urging the importance of using it only as a last resort, quoted Horace Mann's words, "The minimum of punishment is the maximum of discipline." Mr. Martin spoke of the large number of Bridgewater graduates, both men and women, that he found engaged in school supervision, and of the excellent results of their work. He hoped the younger graduates would in a few years occupy similar positions of trust.

Other speakers were Mr. Sweet of Portsmouth, N. H., Col. Oakman of Marshfield, Mr. Winship, and Prof. B. F. Clark of Brown University. The convention adjourned with a cordial invitation from the President to attend the Semi-Centennial at Bridgewater, next year.

That little "if"!—the meanest word
In the whole language, without doubt!
So useless, hateful, mean, absurd—
Let's wipe it out!

PERSONALS.

MISS M. F. BOSWORTH, EDITOR.

—Miss Alice P. Adams is teaching in Jaffrey, N. H.

—'89. Miss Marguerite Lillis is teaching in Bourne.

—'89. Miss Kate H. Thompson, is teaching in So. Raynham, Mass.

—The Senate financial committee made its visit during the vacation.

—Miss Alice H. Whitney, Presque Isle, Me., has entered school as an observer.

—'89. Chester A. Wilbar is principal of the Grammar school at Thorndike, Mass.

—The third set of gymnastics will be under the direction of Miss F. M. Cummings and Miss Julia A. Williams.

—Mr. Harry Wilson, a member of this school in 1884-5, was recently admitted to the bar in Denver, Col.

—Mr. F. F. Murdock was elected a member of the school board *vice* Geo. H. Martin, resigned, at the last joint meeting of the selectmen and the board.

—Mr. W. D. Jackson has charged of one of the classes in Elementary Botany this term. The advanced course in Botany includes both the science and literature of the subject.

—The valedictories have been assigned to Sumner W. Hines, Middleboro', Mass., of the four years' course, and Julia A. Williams, Quincy, Mass., of the two years' course.

—'88. Ramon Louis Lopez Pinto is Superintendent of schools in the North of Chili, at a salary of \$2600. Next year he is to be Principal of the Model School at Santiago.

—We have been honored this month by a week's visit from Mr. T. S. Shinova, Instructor of Higher Normal Schools, Tokio, Japan. Mr. Shinova is visiting American normal schools in the interests of the Japanese government.

—Thursday, April 11, the school listened to a lecture by Mr. Bigsby on "The Public Schools of England." Mr. Bigsby is himself an Englishman and his reminiscences of Winchester, Rugby and Thomas Arnold were most pleasing as well as instructive.

LOCALS.

MISS F. A. NEWHALL, EDITOR.

—One of our assistant-editors has an alarm clock that keeps Lent and brings up Cole.

—Self-reliant Senior, (deriving *Punitive*). "Puni—puny—O, yes, that means weak—weak affections; that agrees with the definition."

—Who *is* the Socrates of the Senior class? The guesses range from F to L, but a majority seem to fix on Mr. F. as the person in question.

—Ex-Normal, (teaching a class of little ones). "What is an anecdote?"

Pupil. "Something that has horns and butts."

—Instructor. "How do we use the term *Affective Reason*?"

Brilliant pupil. "In speaking of demented persons."

—The last of Mr. Corey's lectures on Wagner, his life and work was given Friday, May 3. The scope and execution of these musical lectures deserves high praise.

—A hint to our graduates. "No amount of paddling around in a Normal bath-tub will prevent some floundering when one breasts the ocean-wave of actual every-day teaching.

—On Tuesday, April 30, school was suspended in commemoration of Washington's inauguration. Interesting and beautiful union services were held at Central Square Church, also special services at the Trinity and Catholic churches.

—Some fourteen or fifteen students in Biology forego the delights of tennis, boating and base ball and are doing special elective work in dissection. The topics in Zoölogy have been revised and rewritten, and distinct courses marked out for lower, grammar and high school work.

—The following mournful refrain was recently heard echoing through the hall from No. — (Junior).

I took a few pieces of zinc
And put in the generator,
Added water, then put in the cork,
After pouring in H₂SO₄.
The action was not very brisk
When I put in H₂SO₄.
So I tried Nitric Acid, to see
If the thing wouldn't bubble up more.

As I wiped up the acid and zinc,
And swept up the glass from the floor,
I concluded I'd stick to directions
And try my own methods no more.

BASE BALL.

Formerly we have met with many discouragements in putting a good team in the field, but this year through the efforts of Mr. Parker and the liberality of teachers and students, we have collected enough money to begin in good shape. As there has been so much good material from which to select, and as they have all practiced and shown so much interest, it has been hard to decide whom to place upon the team. Every institution of learning of any importance has a ball team, and why should not a Normal School? The sport is healthy and exciting, requiring the player to be constantly on the alert and keep a cool head, strengthening his muscles and giving him true enjoyment, and for these reasons I hope the team will prove a success and receive every encouragement possible. If we could cover a little more ground and visit other places it would be a great help to us and would be appreciated.

Our first game occurred May 4, with the South Eastons, who were in all respects worthy opponents. Mr. Scully, '87, played with the visitors and we could plainly see that he had not forgotten the training received here. Of the game little need be said, we were defeated, though we outbatted our opponents. The error column has been omitted simply because the scorer became discouraged, but it is painfully necessary to say that we made enough to lose the game.

The Score:

SOUTH EASTONS.					NORMALS.				
	AB.	R.	B.	T.B.		AB.	R.	B.	T.B.
Hopkins, c	6	5	3	3	Ferguson, 2b	5	3	1	1
Manning, lf	6	4	0	0	Hathaway, ss	5	2	2	6
Scully, 3b	6	3	3	3	Parker, c	5	1	0	0
Curran, p	6	2	2	2	Paul, rf	5	1	2	3
Cloherly, 2b	6	3	1	1	Hayes, 3b	5	2	1	1
Swift, 1b	6	1	0	0	Hooper, p	5	2	0	0
French, ss	5	1	0	0	Bodfish, 1b	5	1	3	3
Drake, rf	5	1	0	0	Norton, lf	4	1	2	2
Irwin, cf	5	4	0	0	Packard, cf	4	1	2	2
Total,	51	24	9	9	Total,	43	14	13	18
Innings.	1	2	3	4	5	6	7	8	9
South Eastons.	2	2	2	0	6	2	4	0	6—24
Normals:	4	2	2	0	0	0	2	4	0—14

H. F. H.

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